

SYLLABUS

C. Fellow of Business Management (FBM)

1. *Organization Design*

Organization structure and the technology/personnel/environment interface. Use of open system concepts, the design-process structural factors and contingency approaches. Planning for intervention and change.

COURSE GOALS: Participants in this course will be expected to:

1. recognize that an organization must change and adapt to the times.
2. understand the relationships between the organization and its various environments.
3. appreciate the need for organizational analysis and planning.
4. acquire an understanding of basic organizational tools and concepts.
5. distinguish between various theories of organizational behaviour and the strengths/weaknesses of each.
6. learn how organizational effectiveness can contribute to the goals of the firm.
7. become aware of outside forces that can influence the structure and effectiveness of an organisation.
8. distinguish between organizational structure and planning in the public and private sectors.

COURSE CONCEPTS:

1. Planned vs. unplanned organization
2. Formal vs. informal organization
3. Agents of change
4. Motivation training
5. Behaviour modification
6. Job enrichment vs. job enlargement
7. Management by objectives
8. Sensitivity training and analysis
9. Decision councils
10. Human resource accounting'
11. Overt vs. covert organizations
12. Organizational metamorphosis
13. Life-cycle theory of leadership
14. The bureaucratic paradox

15. Vertical lock-in
16. Organizational contamination'
17. Organization design & structuring
18. Power equalization models
19. Systemic relationship orientation
20. Organization culture and personality

PERFORMANCE REQUIREMENTS:

1. Evaluate the concept of management by objectives.
2. Discuss the role of change agents in organizational evolution.
3. Illustrate the effects of environmental forces on organizational design and operation.
4. Critique the managerial grid as a model for organizational design.
5. Compare and contrast the advantages and disadvantages of job enrichment vs. job enlargement.
6. Discuss the contributions of the Human Relations School to organizational design and development.
7. Defend your opinion that organizations age, or are not, immune to multi-environment forces.
8. Evaluate the impact and effects of technological progress on organizational structures.
9. Conduct a comparative analysis of a closed-system vs. an open-system organization.
10. Demonstrate the application of systems analysis to organizational design and development.
11. Trace the evolution of organization theory in American business.
12. Evaluate matrix organization structures.
13. Analyse and compare organizational effectiveness in the public vs. private sectors.
14. Compare organizational effectiveness in American firm with their foreign counterparts.
15. Discuss the advantages and disadvantages of group decision-making.

BASIC TEXT:

Daniel; **Designing Organizations: A Marco Perspective.** Homewood, IL: R.D., Irwin.

2. Marketing in Action

A comprehensive orientation to the theoretical scope of marketing management. Includes extensive consideration of practical applications of marketing concepts to current problems facing the producer, wholesaler and retailer. Attention also is directed to the unique problems faced by American firms selling in foreign markets.

COURSE GOALS: Participants in this course will be expected to:

1. become familiar with the systems perspective and approach to marketing.
2. recognize the interaction of subjective and objective aspects of marketing.
3. appreciate the role and importance of marketing administration in the firm's search for profit.
4. recognize the role and effects of non-marketing forces on the performance of marketing activities.
5. realize the volume and variety of marketing activities.
6. develop a vocabulary and understanding of basic marketing terminology and concepts.
7. appreciate the role and goals of institutional and other non-selling marketing advertising.
8. distinguish between generic and targeted markets and understand their differences for marketing purposes.

COURSE CONCEPTS:

1. Market structure and segmentation
2. Products, product line and product development
3. Channels of distribution and communication
4. Pricing strategies
5. Marketing programmes
6. Marketing forecasting
7. Marketing environments
8. Marketing vs. selling.

PERFORMANCE REQUIREMENTS:

1. Develop a marketing program for a specified product.
2. Prepare a pricing strategy to meet a competitor.
3. Compare, in writing, the profitability of proposed products.
4. Compare and contrast basic pricing strategies.

5. Organize and staff a marketing department for a specified firm.
6. Evaluate and critique the role of the chief marketing executive as a member of top management.
7. Discuss the need for the utilization of experts in fields other than marketing by the marketing manager.
8. Explain the use of systems analysis in marketing management.
9. Illustrate the contributions of market research and analysis to the product development and promotion.
10. Show how marketing strategy and management changes over the life cycle of a product.
11. Identify and analyze significant problems involved in marketing intangibles and services.

BASIC TEXT:

Shapiro, Benson; Dolan, Robert & Quelch, John; **Marketing Management: Principles, Analysis and Applications, Vol. 1 & 2.** Homewood, IL: R.D. Irwin.

3. Principles of Corporate Leadership

Integration and coordination of major functional areas of the firm. Application of economic and other principles by the chief executive to organize and control the firm via rational decisions regarding short term and long term goals.

GOALS: Participants in this course will be expected to:

- 1 become familiar with basic managerial concepts, tools and philosophies.
- 2 Appreciate the eclectic and integrative nature of modern management.
- 3 Acquire familiarity and understanding of the manager's social responsibilities.
- 4 Recognize the commonality and inherent differences of problems in diverse functional areas of the firm.
- 5 Be able to distinguish between qualitative and normative thinking and use each where appropriate.
- 6 Recognize the different environments in which the firm operates and their effects on managerial functions.
- 7 Develop an ability to formulate on going plans for the firm and modify them to meet changing conditions.

COURSE CONCEPTS:

- 1 Comparative statistics and price theory

- 2 Policy, strategy and tactics
- 3 Organizational consistency and change
- 4 Internal and external growth
- 5 Perception, apperception and recognition
- 6 Motivation and goal accomplishment
- 7 Product and industry life cycles
- 8 Control and planning heuristics
- 9 Vertical and horizontal mergers and consolidations
- 10 Economic, environmental and organizational analysis
- 11 Internal and external political conflict and resolution
- 12 Business evolution and diversification

LEARNING ACTIVITIES:

- 1 Reports and projects
- 2 Reading assignments
- 3 Library research
- 4 Problem solving
- 5 Oral discussions with instructor
- 6 Term papers
- 7 Exams and quizzes
- 8 Case analyses

PERFORMANCE REQUIREMENTS:

- 1 Make a comparative analysis of the major methods of forecasting .
- 2 Illustrate the use of P.P.B.S. as a planning tool. (Planning Programming Budgeting Systems).
- 3 Develop a plan to introduce a new product into an existing market.
- 4 Critique and evaluate the major market structures.
- 5 Develop a 5 year functional budget as guide to managerial planning.
- 6 Formulate a plan for diversification.
- 7 Analyze the benefits and hazards of a proposed merger.
- 8 Describe the planning and procedures necessary to make a significant change in the method of production for a designated item.
- 9 Develop a plan to minimize friction and resolve conflict resulting from a plant closure or relocation.
- 10 Demonstrate knowledge of major federal laws and regulations regarding anti trust.
- 11 Explain the role of staffing in corporate leadership.
- 12 Compare and contrast the major corporate securities and their use, by the manager, to obtain funds.

ASSESSMENT PLAN: Students are required to complete all performance requirements and

demonstrate mastery by means such as examinations, paper writing, oral presentations and course-work.

Basic Text: Kennedy, Paul; **Preparing for the Twenty-First Century**. NY: Random House.

4. Business Strategy & Policy

COURSE DESCRIPTION: Students participate, singly or in teams, in the solution of typical problems facing the business. Emphasis on multidisciplinary analysis and synthesis to develop optimal solutions.

COURSE GOALS: Participants in this course will be expected to:

1. learn to integrate and synthesize knowledge from different fields for decision purposes.
2. understand the interrelationships of different economic environment factors.
3. appreciate the problems involved in formulating business strategies and policies.
4. distinguish between short-run tactics and long-run strategies.
5. know the outside forces and their effects on strategy formulation.
6. recognize the necessity for review and change in plans and strategies.

COURSE CONCEPTS:

1. Strategy and tactics
2. Oligopoly and monopolistic competition
3. Direct vs. indirect competition
4. Short-run and long-run interfacing
5. Organizational flexibility
6. Functional interface and coordination
7. Management values and responsibilities
8. Diversification and divestment strategies
9. Organizational design and change
10. Evolutionary vs. revolutionary strategy

PERFORMANCE REQUIREMENTS:

1. Identify the factors causing the failure/success of a specified firm.

2. Analyse the strategy problems in a low-population oligopoly.
3. Develop a comprehensive plan for the production and promotion of a specified new product.
4. Discuss the problems involved in reconciling differing goals of subsidiary firms.
5. Prepare a financial strategy to accomplish a merger between noncompeting firms.
6. Compare and contrast the advantages and disadvantages of external vs. internal growth.
7. Identify ways in which a firm would have to revise its strategy to operate in a foreign market.
8. Explain why strategy formulating is a contiguous process.
9. Trace the history of a singularly successful firm and identify the strategies it employed.
10. Discuss the use of systems analysis in overall strategy formulation and problem-solving.
11. Analyse the impact and effects of technological breakthroughs on strategic plannings.

BASIC TEXT:

Newman, Wm. H., Logan, James P. & Hegarty, W.H.; Strategy, Policy and Central Management. Cincinnati, OK: South-Western Pub.

5. Human Resources Management

COURSE DESCRIPTION:

Analysis of human resource systems and total quality to meet the needs of both the organization and the employees. Study of human resource processes such as human resource planning and evaluation, recruitment, selection and training, performance appraisal and motivation.

COURSE GOALS:

Understand the human resource processes and systems.

Recognize the human resource problems as defects in the system.

Learn how to build and maintain an environment conducive to performance excellence, full participation, and personal and organizational growth.

Comprehend the principles of TQM in support of human resource planning and development.

Acquire knowledge of quality education and training for continuous improvement.

Understand how employee well-being and satisfaction are measured.

Become familiar with the alignment of compensation, rewards and recognition with the quality plans.

Understand the importance of employee involvement and empowerment to enhance performance of work systems.

COURSE CONCEPTS:

The concept of human resource strategy and alignment, including human resource plans, strategic goals, performance evaluation system, and continuous improvement.

The redesign of work organizations to increase employee responsibility and decision-Making.

Employee recruitment, development, education and training.

Creation or modification of compensation and recognition systems to develop human resource in full potential.

The purpose of performance appraisal for development of the individual, team and organization.

The measurement of employee well-being and satisfaction.

The organizational barriers in the human resource system.

The quality culture and organizational change.

LEARNING ACTIVITIES:

Reading assignments

Attending electronic classroom

Joining online workshops

Discussions through electronic action learning groups.

Report a project

COMPETENCE - BASED ASSESSMENT:

Assessment is based on reports and projects for meeting the performance standards in real work environment.

To be competent, students must be able to apply what they learn in the practical world of work.

A Portfolio of evidence, such as memos, letters, reports, records or testimony, relating to carrying out a work activity must be demonstrated.

PERFORMANCE REQUIREMENT:

Unit 1: Define future human resource requirements of your company

Action Skills:

1. Identify the quality goals and objectives.
2. Make a checklist of competence and attributes of human resource.
3. Consider the views of appropriate members of staff.
4. Make recommendations to the top management.

Performance Evidence: Information analysis, checklist, records of meeting, methods of selection, and reports.

Unit 2: Lead meetings with a Quality Improvement Team to solve problems and make decisions.

Action Skills:

1. Prepare an agenda for the meeting.
2. Establish the purpose of the meeting.
3. Identify the root causes of the problem.
4. Encourage team members for making decisions.

Performance Evidence: Agenda, root-cause analysis minutes or standing orders.

Unit 3: Develop a training and development implementation plan.

Action Skills:

1. Specific the training and development objectives.
2. Identify resources for implementation.
3. Define the roles and responsibilities for delivering the plan.
4. Identify the methods of delivery.
5. Set up the delivery schedule.

Performance Evidence: Training needs analysis, suitable sources of information, consultation documents, budgeting and proposals.

Unit 4: Do a performance appraisal for your department.

Action Skills:

1. Identify the quality goals based on customer requirements, employee needs and process improvement.
2. Set up the criteria of performance appraisal based on quality goals.
3. Evaluate the performance of staff members by teams, customers, supervisor and subordinates.

Performance Evidence: Suitable sources of information, checklist, questionnaires, and methods of evaluation.

Unit 5: Identify and minimize the stress of your staff members.

Action skills:

1. Set up a team meeting with your staff members.
2. Prepare a list of stressful factors.
3. Listen; respect and accept their comments on the list.
4. Amend the list of stressful factors.
5. Identify a vital few stressful factors common to them.
6. Set up the stress management programs, including career life planning, health and safety program, stress management training and meditation etc.

Performance Evidence: Minutes, Checklist, methods of analysis, and action plans.

BASIC TEXT:

Dr. Peter Liao, A TQM Approach To Human Resource Development and Management, Newport University Press.

REFERENCES:

Blackburn and Rosen, Total Quality and Human Resource Management, Academy of Management Executive 7, no.3, Aug 1993.

David E. Bowen and Edward E. Lawler III, Total Quality -Oriented Human Resource Management, Organization Dynamics, Spring 1992, p.36.

M.E. Schnake, Human Relations, New Work: Macmillian Publishing Co., 1990.

Peter Drucker, Managing for the Future: The 1990's and Beyond, New York: Simon & Schuster, Inc, 1989.

6. Management Finance

Analysis of concepts dealing with business finance with particular emphasis on corporations. Study of capital budgeting, credit policies, capital structures, financial forecasting and dividend policies. Current theories and legal aspects of business financial activities.

COURSE GOALS: Participants in this course will be expected to:

1. Learn the basis financial principles and concepts affecting the firm.
2. Become familiar with fundamentals of investment analysis.
3. Know how to utilize financial resources to achieve goals of the firm.
4. be able to analyse financial activities and their effects on the firm.
5. Understand the different types of securities and their utilization.
6. Recognize different components of the financial market and the characteristics of each.
7. Appreciate the role and activities of the financial manager in the operation of the firm.

COURSE CONCEPTS:

1. Financial and profitability analysis
2. Financial planning and forecasting
3. Capital budgeting
4. Internal and external financing

5. Managing the capital structure
6. Primary and secondary securities markets
7. Mergers, combinations and divestments
8. Dividends and dividend policies
9. Business promotion and finance
10. Intermediate and current financing
11. Time-value of money

PERFORMANCE REQUIREMENTS:

1. Analyse the capital structure of a firm of your own choosing.
2. Compare and contrast equity and debt financing.
3. Compare and contrast internal and external financing.
4. Compute the leverage ratio for a corporation.
5. Conduct a profitability analysis of major firms in an industry.
6. Discuss the effects of fiscal and monetary policy on financial markets and firms.
7. Illustrate typical problems involved in financing growth and diversification.
8. Identify major financial problems of firms operating in international trade.
9. Explain the utilization of different securities in effecting mergers and divestments.
10. Critique the major types of dividend policies.

BASIC TEXT: Gitman, L.J.; Joehnk, M.D. & Pinches, G.E.; **Managerial Finance**.
NY: Harper & Row.

7. Knowledge Management: Strategies & Applications

COURSE DESCRIPTION:

A course designed to know how to extract the hidden value that resides within the firm intellectual or knowledge-based asset. A framework for managing knowledge, valuing organizational knowledge and developing knowledge strategies and applications.

COURSE GOALS:

Participants in this course will be expected to:

1. Become familiar with the intellectual or knowledge-based asset and different types of knowledge.

2. Appreciate the strategic value of knowledge and competitive advantage.
3. Recognize the differences between information management and knowledge management.
4. Become familiar with the knowledge management processes.
5. Develop the ability to formulate the knowledge management programs and modify them to meet changing conditions.
6. Understand the relationship between knowledge management and learning organization.

COURSE CONCEPTS:

1. Data, information and knowledge.
2. Tangible assets and intangible assets
3. Tacit knowledge and explicit knowledge
4. Measuring and valuing knowledge assets
5. Knowledge structure and knowledge architecture
6. Organization design and knowledge-based organization
7. Intermediation, externalization, internalization and cognition
8. Information technologies and knowledge management

LEARNING ACTIVITIES

1. Reading assignments
2. Attending electronic classroom
3. Joining online workshops
4. Discussion through electronic action learning groups
5. Reports and projects

PERFORMANCE REQUIREMENTS

1. Using internet, visit www.brint.com. Review recent information on knowledge management. Write a report.
2. Using internet search for the topics of knowledge management. Prepare a report about knowledge management. Use terms such as learning organizations, corporate memory, and knowledge assets in your reports.

3. Customers are the most valuable asset of any business. Collect the information about customer complaints of your company in the past, identify and classify the major causes of customer complaints. Form a task group to discuss the improvement opportunities from the information, and report the kinds of knowledge you gain from this action.

4. Human asset is considered to be one of the major intangible assets of an organization. Set up a knowledge base system of the people in your department according to four types of knowledge: know-who, know-how, how-what and know-why.

5. Identify some of the problems that inhibit knowledge exchange within your organization. What are your suggestions to reduce the barriers?

6. Discuss the advantages and drawbacks of knowledge management technologies, such as Internet, Intranet, groupware and electronic document system.

ASSESSMENT PLAN

1. Assessment is based on reports and projects for meeting the performance standards in real work environment.

2. To be competent, students must be able to apply what they learn in the practical world of work.

3. A portfolio of evidence, such as memos, letters, reports, records or testimony, relating to carrying out a work activity must be demonstrated.

BASIC TEXT

Dr. Peter Liao, Knowledge Management: Strategies and Application, Newport University Press, 2000.

RECOMMENDED REFERENCES

Thomas H. Davemport and Lawrence Pruask, Working Knowledge: How Organizations Manage What They Know," Harvard Business Press, 1998.

Harvard Business Review on Knowledge Management, Harvard Business School Press, 1998.

Ikujiro Nonaka and Hirotaka Takeuchi, *The Knowledge-Creating Company*, New York: Oxford University Press, 1995.

Joseph Badaracco, Jr., *The Knowledge Ling*, Boston : Harvard Business School Press, 1991.

8. Knowledge Management: Systems & Auditing

COURSE DESCRIPTION:

The study of knowledge management system and its components to support the business objectives and strategies. Management responsibility, management of knowledge assets, knowledge architecture, and knowledge process management and information technologies.

COURSE GOALS:

Participants in this course will be expected to:

1. Recognize the functions of knowledge management systems.
2. Become familiar with the framework of knowledge management system.
3. Appreciate the role of information technologies in knowledge management.
4. Understand the knowledge management processes and knowledge audit.
5. be able to set up the knowledge management system and its documentation.
6. Develop the ability to identify, capture, organize, transfer, share, adapt, apply and create the knowledge in an organization.

COURSE CONCEPTS:

1. Knowledge management system and organizations management system.
2. Knowledge management standard and auditing.
3. Knowledge management and process management.

4. Access management, asset management, and accrument management and renewal management.
5. Knowledge mapping and knowledge repositories.
6. Measurement and valuation of knowledge assets.
7. Knowledge structure and knowledge architecture.
8. Technology architecture and application layers.
9. Knowledge life cycle and information technologies.

LEARNING ACTIVITIES

1. Reading assignments
2. Attending electronic classroom
3. Joining online workshops
4. Discussion through electronic action learning groups
5. Reports and projects

PERFORMANCE REQUIREMENTS

1. Based on your organization's strategic goal, identify one key business cycle and processes. Capture the critical data, information and knowledge that must be delivered for the goal to be met.
2. If you were assigned the task of writing a policy manual for the knowledge management system, what general topics would you include?
3. Write a procedure for asset management, which covers: (1) purpose, (2) scope, (3) definitions, (4) responsibilities, (5) procedures and activities and (6) references.
4. Conduct a survey on knowledge management tools and applications by visiting: (a) www.wincite.com, (b) www.grapevine.com. Prepare a report to compare the difference of these tools.

5. Discuss the knowledge life cycle and identify the information technologies to facilitate the knowledge process management.

ASSESSMENT PLAN

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2 To be competent, students must be able to apply what they learn in the practical world of work.

3 A portfolio of evidence, such as memos, letters, reports, records or testimony, relating to carrying out a work activity must be demonstrated.

BASIC TEXT:

Dr. Peter Liao, "Knowledge Management Systems & Technologies", Newport University Press, 2000.

RECOMMENDED REFERENCES

Allee, Verna. "The Knowledge Evolution: Expanding Organization Intelligence", Boston: Butterworth-Heinemann, 1997.

Amidon, Debra M., "Innovation Strategy for the knowledge Economy: The Ken Awakening". Boston: Butterworth-Heinemann, 1997.

9. Knowledge Management: Technologies & Platforms

COURSE DESCRIPTION:

This course is designed to support the study of digital capabilities of E-Commerce systems and technologies in a knowledge-based organization and the analysis of digital knowledge capital affecting the functioning of business organizations as a means of achieving a competitive advantage in the areas of innovation, speed and productivity.

COURSE GOALS

Participants in this course will be expected to:

1. Understand the competitive advantage of digital knowledge capital.
2. Become familiar with the digital knowledge channel, infrastructure and standards.
3. Learn how to design, evaluate and implement E-Commerce systems to manage knowledge capital.
4. Recognize the interaction of E-Commerce systems, technologies and knowledge management.
5. Appreciate the role of knowledge management systems on the organizational performance.
6. Understand how to align business strategies, knowledge capital and E-Commerce systems.

COURSE CONCEPTS

1. Digital knowledge economy and digital value.
2. Digital knowledge channel, infrastructure and standards.
3. Market-response system, market-facing system, intelligent-commerce system and convergent system.
4. E-Commerce system architecture and platform.
5. E-Commerce value chain.
6. Internet, intranet and extranet.
7. Knowledge management systems.
8. Digital nervous systems.

LEARNING ACTIVITIES

1. Reading assignments
2. Attending electronic classroom
3. Joining online workshops
4. Discussion through electronic action learning groups
5. Reports and projects

PERFORMANCE REQUIREMENTS

1. Draw a diagram of the knowledge input, knowledge processing, knowledge base, and knowledge output of your knowledge management system. Can you figure out what is in the knowledge base of your system?
2. What are the objectives of your knowledge management system? Identify the underlying technology of your system, including computers, software and communications network.
3. What is digital knowledge capital? Discuss the competitive advantage of digital knowledge capital.
4. Write a report to the CEO of your firm, outlining the benefits of using e-commerce systems to manage knowledge capital.
5. Discuss the challenges of building a digital nervous system.

ASSESSMENT PLAN

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2. To be competent, students must be able to apply what they learn in the practical world of work.
3. A portfolio of evidence, such as memos, letters, reports, records or testimony, relating to carrying out a work activity must be demonstrated.

BASIC TEXT

Liao, P. and Yau, O. (2002), **Knowledge Management: The Key to Success in the 21st Century**. Chinese Management Research Centre, Faculty of Business, City University of Hong Kong, Hong Kong

RECOMMENDED REFERENCES

- Applehans Wayne (1998) **Managing Knowledge: A Practical Web-Based Approach** (Addison-Wesley Information Technology Series), 1st Edition, Addison-Wesley Pub Co.
- Collins Heidi (2003) **Enterprise Knowledge Portals**, 1st Edition, AMACOM.
- Edwards E. et al. (2001) **The Essence of Information Systems** . 2nd Ed. ,Prentice Hall, London.

- Laudon Kenneth et al (2000) **Management Information Systems: Organization and Technology in the Networked Enterprise**, 6th Edition, Prentice Hall International.
- Leod, R. Jr. (1998) **Management Information Systems**. 7th Ed., Prentice Hall, London.
- Borghoff Uwe and Pareschi Remo (1998) **Information Technology for Knowledge Management** Springer Verlag.

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